Kentucky Department of Education
Science Adoption 2008-2014

Provided by the Publisher				Provided by the Publisher
ISBN - **0078799635**		Publisher - **Glencoe/McGraw-Hill**		
Glencoe Physical Science w/Earth Science, Kentucky Edition				
Type - P1	Author - Feather, et al			
Copyright - 2008	Edition - 1st	Readability -	8.0 Dale Chall	
Course - Physical Science		Grade(s) -	9,10,11,12	
Teacher Edition ISBN if applicable			0078799643	

Overall Recommendation: ☒ **Recommended as Basal**

Overall Strengths, Weaknesses, Comments:

This text does a good job of presenting a basic introduction to the topics being covered. It is generally what would be expected of a text of this type. The organization of the text is in a typical outline style. The integration of the Earth Science topics could assist those schools that do not have a specific Earth Science course address those topics within a physical science class.

CRITERIA
This basal resource …

A. Encompasses KY Content Standards & Grade Level Expectations	☐ **Strong Evidence** ☒ **Moderate Evidence** ☐ **Little or No Evidence**

☐ Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 7 Big Ideas of science to the following extent:

a)	Structure and Transformation of Matter	☒ Strong	☐ Moderate	☐ Little	☐ N/A
b)	Motion and Forces	☐ Strong	☒ Moderate	☐ Little	☐ N/A
c)	The Earth and the Universe	☐ Strong	☒ Moderate	☐ Little	☐ N/A
d)	Unity and Diversity	☐ Strong	☐ Moderate	☐ Little	☒ N/A
e)	Biological Change	☐ Strong	☐ Moderate	☐ Little	☒ N/A
f)	Energy Transformation	☐ Strong	☒ Moderate	☐ Little	☐ N/A
g)	Interdependence	☐ Strong	☐ Moderate	☒ Little	☐ N/A

2) Addresses content-specific enduring understandings from the related Program of Studies standards. ☐ Strong ☒ Moderate ☐ Little ☐ N/A

3) Addresses content-specific skills and concepts from ☐ Strong ☒ Moderate ☐ Little ☐ N/A

the related Program of Studies standards.

4) **Content addressed is current, relevant and non-trivial** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

5) **Provides opportunities for critical thinking/reasoning** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

6) **Strengths, Weaknesses, Comments:**
- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

There are little or no biologically related topics/concepts represented in this text, but as this is a Physical Science text, that is to be expected. Content related to the Motion and Forces understanding does relate to the concepts involved, but does not go into depth concerning the graphical analysis and experimental design. The lack of experimental design does reach across the board in that most laboratory activities are of the standard variety that require little or no student input into design. Content from most physical science and earth science areas seems to be of an approriate level and complexity. The majority of gaps appear to be related to missing skills and concepts from the program of studies.

B. Functionality & Suitability	☐ **Strong Evidence** ☒ **Moderate Evidence** ☐ **Little or No Evidence**

1) **Suitability** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) **Content quality** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) **Connections to Literacy** ☐ Strong ☒ Moderate ☐ Little
Note: may apply to either student or teacher editions

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary

- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

4) Connections to Technology ☐ Strong ☒ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

5) Support for Diverse Learners ☐ Strong ☐ Moderate ☒ Little

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms
  Note: may apply only to teacher edition

6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

There did not appear to be any type of bias in the course of reviewing the text. The content appeared to be of appropriate complexity and correctness. Embedded into the text are vocabulary lists, section objectives, intermittant comprehension checks, section reviews, and chapter questions. A diverse set of literacy strategies was not evident. Within the teacher's edition, there is mention of activities that can be accessed using the Internet. The text does refer to specific strategies that are for ELL students and differentiated instruction, but these activities do not appear to reflect the true meanings of the terms. For example, in the teacher's edition on pages 72 and 73, differentiated instruction is titled. The description of the instruction relays activities with no explanation of how the instruction is being differentiated.

C. Supports Inquiry and Skill Development	☐ **Strong Evidence** ☒ **Moderate Evidence** ☐ **Little or No Evidence**

1) Promotes Inquiry, research and Application of Learning ☐ Strong ☒ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.
  Note: may apply to either teacher or student edition

2) Skill Development ☐ Strong ☒ Moderate ☐ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving
  Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

Inquiry types of investigation are not a focus of the text. They are present in limited numbers. There are integrations of technology in modern society with debate oriented issues. There are a variety of activities associated with the structure of the text that support learning essential skills and content. These activities are related to concepts discussed in the text.

D. Supports Best Practices of Teaching and Learning	☐ **Strong Evidence** ☒ **Moderate Evidence** ☐ **Little or No Evidence**

1) Engages Students ☒ Strong ☐ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated
  Note: may apply to either teacher or student edition

2) Uses Assessment to Inform Instruction ☐ Strong ☒ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels
  Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

The content is of an appropriate level to not intimidate students and is presented in a manner that is reader friendly. Overall the text is visually appealing. There are numerous illustration that are clear and annotated well. There are related stories from National Geographic and Time Magazine scattered throughout the text that prompt students to search other media for relevant information. The assessment

overall does not appear to reflect a variety of DOK levels. Most assessment questions are lower level, recall questions. There are some critical thinking exercises present with each chapter. There are enrichment activities present in the teacher resources. These are not emphasized in the overall presentation of the text.

E. Has an Organization/ Format that Supports Learning and Teaching	☒ **Strong Evidence** ☐ **Moderate Evidence** ☐ **Little or No Evidence**

1) Organizational Quality ☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

2) Essential Components (beyond student and teacher text) ☐ Strong ☐ Moderate ☒ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The teacher and student addition are the only components that are part of the bid. For this reason, the essential components has been rated "little". The organization of the text is logical and sequenced in an acceptable manner. The format of the text is consistant from chapter to chapter.

F. Has available Ancillary/ Gratis Materials *Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*	☐ **Strong Evidence** ☐ **Moderate Evidence** ☒ **Little or No Evidence**

1) Ancillary/Gratis Materials

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use

- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

2) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

These materials were not included in the bid and were not available for review.